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A-level  
**HISTORY**  
**7042/1J**

Component 1J The British Empire, c1857–1967

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Mark scheme

June 2023

Version: 1.0 Final



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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity, you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Section A**

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the role and influence of individuals in the expansion of the British Empire in Africa in the years 1857 to 1890.

**[30 marks]***Target: AO3*

*Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.*

**Generic Mark Scheme**

- L5:** Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. **25–30**
- L4:** Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. **19–24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. **13–18**
- L2:** Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. **7–12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. **1–6**
- Nothing worthy of credit. **0**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

**In their identification of the argument in Extract A, students may refer to the following:**

- the desire to explore and gain new knowledge was a reason for the expansion of the empire
- explorers and scientists helped increase the interest of both the public and government in the possibilities that Africa held
- explorers were helped by the new technology as it enabled plans to be made to explore the interior of the continent which increased the possibility of the expansion of British rule.

**In their assessment of the extent to which the arguments are convincing, students may refer to the following:**

- the desire to explore and gain new knowledge resulted in the mapping of lands undiscovered by Europeans and the opening up of Africa, enabling expansion to occur
- explorers helped increase the public's interest in Africa by holding lectures and publishing their findings, for example, Livingstone published a book entitled 'Missionary Travels and Researches in South Africa' and gave lectures at Cambridge University
- the improvement in shipping technology helped explorers in Africa as steam ships were able to sail up the River Niger and other internal river systems became navigable. The railway also enabled Southern Africa to be explored and the coast of West Africa to be linked to its interior more efficiently. It can be argued this enabled the expansion of the empire into mainland of Africa
- the role of explorers in the expansion in Africa can be challenged as the vast majority of lands to come under British control did so many years after the 1850s and 1860s when exploration was at its height. The impact that new technologies had on exploration and expansion can also be challenged as many areas of Africa remained inaccessible throughout the nineteenth century.

**In their identification of the argument in Extract B, students may refer to the following:**

- due to the reluctance of the British government to commit to colonial expansion, private companies and traders played a vital role in the expansion of the empire in Africa
- under Rhodes, the British South African Company was the most successful and ruthless private company operating in Africa
- other private companies also played a role in expanding the empire.

**In their assessment of the extent to which the arguments are convincing, students may refer to the following:**

- traders seeking new markets and materials established footholds in areas in Africa which often resulted in the establishment of protectorates as a way of protecting commercial interests. This can be seen in East, South and West Africa
- Cecil Rhodes' British South African Company was chartered in 1889 and came to control a large area of land in southern Africa. B1888 Rhodes' De Beers Consolidation Mines controlled 90% of global diamond production.
- Mackinnon's Imperial British East Africa Company expanded into Kenya and Uganda whilst Goldie's Royal Niger Company operated in both the northern and southern Niger area having secured over 450

treaties with local leaders. These companies enabled Britain to claim effective occupation at the Berlin Conference in 1884–85

- the interpretation can be challenged as the expansion in eastern Africa could be argued to be more down to the British government’s concern over Germany’s presence in the area, rather than the actions of Mackinnon, as his initial requests for a charter were turned down. In Western Africa, Goldie’s success in securing a charter can also be seen in the context of French competition.

**In their identification of the argument in Extract C, students may refer to the following:**

- a sense of moral duty was the main reason for the expansion of the British Empire in Africa as it was believed that it would liberate the indigenous people
- the literature produced by the missionary societies increased the desire among the British to expand the empire to spread Christianity
- missionaries worked to convert people to Christianity and bring land under British control.

**In their assessment of the extent to which the arguments are convincing, students may refer to the following:**

- missionaries provided the moral justification for imperial expansion. They helped to open up territory to British rule by establishing links with indigenous communities. For example, John Mackenzie pressurised the British government to establish a protectorate over Bechuanaland
- missionaries tried to promote Western values and in turn denounced a wide range of indigenous activities. This led to a view that indigenous peoples benefited from British colonial administration
- David Livingstone was famous as a missionary and wrote over 2000 letters home informing the London Missionary Society of his work. His disappearance and subsequent discovery by Henry Stanley became worldwide news and raised the public’s awareness of Africa.
- the idea that missionaries would convert people and bring land to be under British control can be challenged as often missionary activity delayed annexation of territory or challenged imperial authority. Sometimes they provided a focus for local resistance. Also, very few indigenous people were converted to Christianity during this early period, famously Livingstone only converted one person.

**Section B**

- 0 2** To what extent were British interests in southern Africa challenged in the years 1867 to 1902?

**[25 marks]***Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

**Generic Mark Scheme**

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

## Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments supporting the view that British interests in southern Africa were challenged in the years 1867 to 1902 might include:**

- the discovery of diamonds in 1867 resulted in the local African people being squeezed into smaller amounts of land and as a result Britain faced a number of local uprisings and conflict with the Xhosa, Matabele and Mashona peoples.
- The British decision to invade Zululand in January 1879 led to significant challenges – Britain was under prepared for this conflict and suffered a humiliating defeat at Isandlwana.
- British interests were also challenged by the Boer settlers in the early 1880s after Britain refused to recognise the Transvaal's declaration of independence. Again, Britain was militarily humiliated and was defeated at Majuba Hill in February 1881. This resulted in Britain having to recognise Boer self-government at the Convention of Pretoria
- after the discovery of gold in 1886 the Boers became a major challenge to Britain as they were now the richest part of southern Africa. British interests were seriously challenged in 1899 when the Second Boer War broke out and it showed the vulnerability of Britain's imperial control. The war itself posed a significant challenge.
- the increasing expansion of Germany's presence in southern Africa can also be seen as a challenge as in 1884 they declared a protectorate over South West Africa and began to forge closer links with the Boers, selling them weapons in the 1890s.

**Arguments challenging the view that British interests in southern Africa were challenged in the years 1867 to 1902 might include:**

- after the discovery of diamonds in 1867 Britain annexed Basutoland in 1868, West Griqualand in 1871 and then Griqualand East in 1873, facing little opposition. Britain was also able to defeat the Xhosas in the Xhosa War of 1877–79 and annexed their communities into the Cape. Thus, demonstrating that the local African people posed little challenge to the British
- despite the challenges faced during the Zulu War of 1879 Britain did emerge victorious at Ulundi and incorporated Zululand into Natal. The victory at Ulundi marked the end of any largescale resistance from local Africans
- the challenge from the Boers, although present, through the 1880s and 1890s was defeated militarily in the Second Boer War. The weakness of the Boers prior to gold being discovered is also demonstrated by them asking Britain for help in 1877 against the Zulus and the fact that Britain insisted on the right to control their external affairs after the First Boer War
- the challenge from Germany was also minimised during this period as agreements were made between Britain and Germany establishing spheres of influence in East Africa with Zanzibar being ceded to Britain and Tanganyika to Germany. Britain also declared a protectorate over Bechuanaland in 1884 and faced no resistance from Germany over this.

Students may argue that British interests were under constant challenge throughout this period from a combination of indigenous Africans, the Boers and Germany. They may point to the fact that Britain had to resort to force on so many occasions to show that at the time Britain believed there to be a real challenge to their presence and interests in southern Africa. Alternatively, students may argue that although force had to be used Britain was never in danger of being forced out of southern Africa and therefore the extent of challenge to British interests was low.

NB Some students may only focus on the challenge from indigenous Africans and the Boers and they should not be penalised for this.



**0 3** 'British colonial policy, in the years 1919 to 1939, was driven by Britain's economic needs.'

Analyse the validity of this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

### Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

## Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments supporting the view that British colonial policy, in the years 1919 to 1939, was driven by Britain's economic needs might include:**

- Britain was severely economically weakened in the interwar period and therefore had to balance defending the Empire against its economic needs at home. The weakened economic position drove Britain's colonial policy and the Empire Marketing Board was set up in 1926 to try to encourage people to buy imperial goods
- the Empire increased in its economic importance to Britain in the 1930s due to the impact of the Great Depression and the idea of imperial preference returned and was implemented
- in East and West Africa British colonial policy stressed the promotion of economic development in order to increase their economic value to the Empire, and therefore, Britain. This can be seen through initiatives such as the Gezira Cotton Scheme in 1920 and the Colonial Development Act of 1929
- the unwillingness of the British government to intervene in areas such as Southern Rhodesia when the British South African Company pulled out can be argued to have been driven by Britain's economic needs as Britain could no longer support an economically failing area. In Iraq, Britain's colonial policy can be argued to have been driven by the desire of the British to control the oil industry to bolster Britain's economy.

**Arguments challenging the view that British colonial policy, in the years 1919 to 1939, was driven by Britain's economic needs might include:**

- Britain's colonial policy could be seen have been driven more by its desire to contain rising nationalism in the different colonies. This can be seen by their actions in a number of areas, for example, India, Palestine, Iraq and Egypt
- British colonial policy could also be seen to have been driven by a desire to maintain its status in the world both militarily and politically. Its actions in Palestine and Egypt were aimed at securing the strategic asset of the Suez Canal, whereas the creation of the Commonwealth can be viewed as enabling Britain to secure its political influence within countries
- the attitudes of colonial administrators also dictated policy as they were often reluctant to make concessions on the grounds that colonial subjects were incapable of ruling themselves
- the continuity in the post-First World War period in the economic policies pursued by the British government, in which they returned to a pre-1914 model, suggests that for the 1920s colonial policy was not driven by economic necessity as limited change was made.

Students may come to the conclusion that Britain's economic needs were the main driver of its colonial policy as the First World War had significantly weakened its economy and those of the colonies. This could be seen to have influenced other policies, such as the willingness to grant concessions to the nationalists as Britain could no longer afford to keep using force to suppress them and these colonies were important economically so needed to be kept within the Empire. On the other hand, students may argue that other causes were more important influences on British colonial policy because it was determined to maintain its status as a great power, and little had changed in the beliefs of colonial administrators.

**0 4** 'The actions of nationalist leaders, in the years 1948 to 1967, were the main reason for the decolonisation of the British Empire after 1948.'

Assess the validity of this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

### Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
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- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

## Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments supporting the view that the actions of nationalist leaders, in the years 1948 to 1967, were the main reason for the decolonisation of the British Empire after 1948 might include:**

- in Malaya, the rallies and strikes organised by Onn bin Ja'afar (leader of the United Malays National Organisation), Chin Peng (leader of the Malayan Communists) and Tan Cheng Lock (leader of the Malaysian Chinese Association) led to increasing pressure on the British and a declaration of the 'Malayan Emergency' in 1948. Onn and Tan worked together throughout the 1950s to negotiate independence from the British in 1957
- in the Gold Coast, Kwame Nkrumah formed a political group, the Convention People's Party, to place pressure on the British. He was instrumental and, as a result, the Legislative Council was enlarged and renamed the Legislative Assembly. Nkrumah's popularity and influence resulted in him being made Prime Minister from 1952. As Nkrumah's standing and popularity grew, Britain granted the Gold Coast independence as Ghana in 1957
- Nigerian independence can also be seen to have been a result of the actions of the nationalist leader Dr Azikiwe. Throughout the 1950s he pressurised the British to make concessions and he was able to persuade the British that the different ethnic groups could work together in a federal state and therefore Britain granted independence to Nigeria in 1960
- in East Africa the actions of the Mau Mau resulted in Britain losing moral authority and support for the nationalist cause increased. Jomo Kenyatta as leader of the African National Union was able to negotiate with the British in 1961 and Kenya gained independence in 1963.

**Arguments challenging the view that the actions of nationalist leaders, in the years 1948 to 1967, were the main reason for the decolonisation of the British Empire after 1948 might include:**

- the controlled and gradual movement to independence taken in some countries is evidence that Britain was in control of the process, for example, the Gold Coast and Nigeria. Britain was also able to control violent nationalist groups, for example, the Mau Mau, demonstrating that if Britain had wanted to stay in a colony, they were able to
- the poor economic situation that Britain found itself in after the Second World War could be viewed as the reason for Britain disengaging from its empire in the years 1948 to 1967. They could not afford to continue to fight a series of colonial wars. Also, the changed international situation meant that Western Europe was economically more important as a trading partner
- withdrawal from its empire could be seen as a deliberate political choice in these years, as demonstrated by the election of the Labour government in 1945, and again in 1950, on a domestic platform and the Winds of Change speech by Macmillan in 1960. The decline in interest of the British public could also have contributed to the positions taken by the two main political parties
- both the new dominant powers, the USA and USSR, were anti-imperialist and this can be seen as having put pressure on Britain to decolonise, especially as they were dependent on the USA for economic and military support. The newly created United Nations also had an anti-imperialist majority which could be argued to placed moral pressure on Britain to decolonise.

Students may argue that without the leadership of the nationalist leaders pressure would not have built on the British to decolonise. The nationalist leaders provided a moral argument that was hard to refute, especially when they used democratic tactics such as political parties, manifestos, rallies and strikes. Alternatively, students may argue that nationalist leaders played little part in Britain's decolonisation as Britain was able to ignore their demands throughout the late 1940s and most of the 1950s and therefore, they may conclude another factor was more important.